



Model Curriculum

QP Name: Ground Staff (Paratrike, Paramotoring, Paragliding)

QP Code: THC/Q9002

QP Version: 1.0

NSQF Level: 2

Model Curriculum Version: 1.0

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Training Parameters

Sector	Tourism & Hospitality
Sub-Sector	Adventure Tourism
Occupation	Air-Based Activities
Country	India
NSQF Level	2
Aligned to NCO/ISCO/ISIC Code	NCO-2015/4221.0100
Minimum Educational Qualification and Experience	8th Class with Basic First Aid Course from Health care SSC or any globally recognized organization.
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	25/11/2021
Next Review Date	25/11/2024
NSQC Approval Date	25/11/2021
QP Version	1.0
Model Curriculum Creation Date	25/11/2021
Model Curriculum Valid Up to Date	25/11/2024
Model Curriculum Version	1.0
Minimum Duration of the Course	270 Hours
Maximum Duration of the Course	270 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner will be able to:

- Perform steps to prepare for the paragliding/paramotoring/paratrike flight
- Apply appropriate methods to conduct post paragliding/paramotoring/paratrike flight formalities
- Explain the significance of assessing and mitigating risks in paragliding/paramotoring/paratrike flight
- Employ suitable methods of communicating with customers and colleagues
- Apply appropriate gender and age sensitive practices
- Employ safe, healthy and hygienic practices
- Explain the steps to follow and maintain green practices

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
THC/N9014: Prepare for the Paragliding/Paramotoring/Paratrike Flight as Ground Staff NOS Version No. 1.0 NSQF Level 2	18:00	12:00	30:00	00:00	60:00
Module 1: Introduction to Adventure Tourism Industry and SOPs	03:00	00:00	03:00	00:00	06:00
Module 2: Organizing Pre Paragliding, Paramotoring or Paratrike Flight Requirements	15:00	12:00	27:00	00:00	54:00
THC/N9015: Complete Post Flight Requirements as Ground Staff NOS Version No. 1.0 NSQF Level 2	12:00	18:00	30:00	00:00	60:00
Module 3: Conducting Post Paragliding, Paramotoring or Paratrike Flight Formalities	12:00	18:00	30:00	00:00	60:00
THC/N9016: Assess and Mitigate Risks as Ground Staff NOS Version No. 1.0	12:00	06:00	12:00	00:00	30:00

NSQF Level 2					
Module 4: Assessing and Mitigating Risks	12:00	06:00	12:00	00:00	30:00
THC/N9913 Communicate with Customers and Colleagues NOS Version No. 1.0 NSQF Level 4	12:00	06:00	12:00	00:00	30:00
Module 5: Effective Communication	12:00	06:00	12:00	00:00	30:00
THC/N9914 Follow Gender and Age Sensitive Practices NOS Version No. 1.0 NSQF Level 4	12:00	12:00	06:00	00:00	30:00
Module 6: Gender and Age Sensitivity	12:00	12:00	06:00	00:00	30:00
THC/N9915 Maintain Safe, Healthy and Hygienic Practices NOS Version No. 1.0 NSQF Level 4	06:00	12:00	12:00	00:00	30:00
Module 7: Health and Hygiene	06:00	12:00	12:00	00:00	30:00
THC/N9916 Follow and Maintain Green Practices NOS Version No. 1.0 NSQF Level 4	06:00	06:00	18:00	00:00	30:00
Module 8: Green Practices	06:00	06:00	18:00	00:00	30:00
Total Duration	78:00	72:00	120:00	00:00	270:00

Module Details

Module 1: Introduction to Adventure Tourism Industry and SOPs

Bridge Module

Terminal Outcomes:

- Explain the importance and scope of air-based activities in adventure tourism
- Elaborate the importance of a paragliding, paramotoring or paratrike ground crew in adventure tourism
- List SOPs in air-based activities for adventure tourism
- Explain the hierarchy of job roles in air-based activities
- Elaborate on the problems related to over tourism in air-based activities

Duration: 03:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the scope of the Indian paragliding, paramotoring and paratrike industry as part of adventure tourism • Discuss the economic benefits and problems related with overuse of air-based activities for tourism • List the SOPs to be followed as part of adventure tourism • Explain the hierarchy of job roles in paragliding, paramotoring and paratrike in the adventure tourism industry • Explain the role of a Ground Staff (Paratrike, Paramotoring, Paragliding) in adventure tourism • Describe the attributes required for the Ground Staff (Paratrike, Paramotoring, Paragliding) job role 	
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 2: Organizing Pre Paragliding, Paramotoring or Paratrike Flight Requirements

Mapped to: THC/N9014

Terminal Outcomes:

- Apply appropriate practises to plan and prepare ahead of the flight
- Explain tasks to be completed for flight preparation
- Apply suitable methods to check the condition of flight equipment

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of obtaining work instructions and flight activity schedule from the ground crew chief/equipment-in-charge/organizer • Explain the importance of conducting a check of all components of the wing, and equipment used in flights • Discuss the importance of documenting details of all damaged equipment in log books • Explain the importance of assisting the tandem pilot in queuing up the students/clients before a flight 	<ul style="list-style-type: none"> • Demonstrate appropriate methods of conducting flight equipment • Demonstrate techniques used for assembling and dismantling the canopy wing • Apply appropriate steps to maintain a log of damaged equipment • Demonstrate the use of safety equipment in paragliding/paramotoring/paratrike • Demonstrate the use of two-way radios, communication signals and action cameras
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, equipment logbooks, activity documents, writing tools, outdoor environment.	

Module 3: Conducting Post Paragliding, Paramotoring or Paratrike Flight Formalities

Mapped to: THC/N9015

Terminal Outcomes:

- Employ suitable methods to check the condition of all equipment
- Apply appropriate techniques to fold, pack and hand over equipment
- Perform required steps to submit logbooks and exchange feedback

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of checking all equipment for damages after the flying activity • Explain the importance of folding the canopy/parachute, packing and handing over all equipment to the equipment-in-charge/ground crew chief post the flying activity • Discuss the importance of updating the log book with equipment usage hours and loss or damaged equipment post the flying activity • Discuss the importance of receiving feedback from the equipment-in-charge/ground crew chief 	<ul style="list-style-type: none"> • Demonstrate suitable techniques and methods of canopy/parachute folding and equipment check and pack up • Apply appropriate practices to update the post flying activity logbook
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, equipment logbooks, activity documents, feedback forms, writing tools, outdoor environment.	

Module 4: Assessing and Mitigating Risks

Mapped to: THC/N9016

Terminal Outcomes:

- Explain the steps to take safety measures
- Apply suitable methods to respond to emergency situations
- Apply suitable methods to assist with evacuation procedures

Duration: 12:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of keeping the operational area hazard free as well as keeping the students/clients away from the operational area • Explain the importance of attaching PFDs to the flying equipment near water activity areas • Discuss SOPs for disaster management and evacuation 	<ul style="list-style-type: none"> • Demonstrate the use of safety equipment, first aid kit and CPR during emergency and evacuation • Demonstrate establishing communication with tandem pilot and rescue services during emergencies
Classroom Aids	
LCD Projector for PPT and Video Presentation, Speakers and Whiteboard & marker	
Tools, Equipment and Other Requirements	
Harnesses, helmets, two-way radios, action cameras, personal flotation devices (PFD), canopy wing, panels, ribs, structural diagonals and straps, plastic rod sleeves, tabs, lines, splices, risers, seams, first aid kits, stretcher, outdoor training environment.	

Module 5: Effective Communication

Mapped to: THC/N9913

Terminal Outcomes:

- Apply appropriate practises to interact with superiors and colleagues
- Apply suitable methods to effectively communicate Employ with guests

Duration: 12:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain the importance of trust, support and respect to colleagues and superiors ● Describe how to identify and resolve potential and existing conflicts with colleagues ● Explain the methods for effective communication with various people ● Describe the importance of effective listening, use of appropriate voice tone and pitch for communication ● Explain the importance of guest satisfaction and guest feedback 	<ul style="list-style-type: none"> ● Demonstrate professional etiquette while greeting the office staff and guests ● Role Play on how to converse with office staff and guests ● Role play how to handle customer concerns effectively
Classroom Aids:	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 6: Gender and Age Sensitivity

Mapped to: THC/N9914

Terminal Outcomes:

- Employ suitable practices for age and gender specific customer service

Duration: 12:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Describe behavioral etiquette while dealing with women ● List the safety measures available for female colleagues and customers ● Explain the importance of being vigilant for any mishaps related to women, children or elderly people ● Explain women rights and how to respect women 	<ul style="list-style-type: none"> ● Role play appropriate behavioral etiquettes towards all ages, genders and differently abled people as per specification
Classroom Aids:	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
NA	

Module 7: Health and Hygiene

Mapped to: THC/N9915

Terminal Outcomes:

- Perform steps to follow standard safety procedures
- Employ practises to maintain a clean workplace
- Employ suitable practises for personal hygiene and precautionary health measures

Duration: 06:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● List possible hazards in the work areas and take necessary steps to eliminate or minimize them ● Explain the need for personal and workplace hygiene and methods to maintain the same ● Explain the importance of preventive health check-ups and vaccinations 	<ul style="list-style-type: none"> ● Demonstrate the procedure for routine cleaning, sanitization and storing of tools, equipment, and other articles ● Show how to keep work area clean, hygienic and hazard free ● Demonstrate ergonomic lifting, bending or moving equipment and supplies ● Demonstrate use of personal protective equipment ● Perform emergency procedures using fire safety equipment, first aid equipment ● Show hazard symbols related to general warning, health hazard, biohazard, harmful irritant, poison/toxic material, carcinogen hazard, explosive hazard, electrical hazard, hot surface, low temperature warning symbol ● Demonstrate the use of safety equipment for fire safety, physical safety, first aid equipment such as Automated External Defibrillator (AED)
Classroom Aids:	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Physical Safety Equipment, Personal Protective Equipment, Fire Safety Equipment, First Aid Equipment	

Module 8: Green Practices

Mapped to: THC/N9916

Terminal Outcomes:

- Employ appropriate methods for material conservation and eco-friendly practices
- Apply methods for effective waste management/recycling practices

Duration: 06:00	Duration: 06:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> ● Explain different types of wastewater ● Describe methods to manage non-recyclable waste ● Explain the need for following eco-friendly practices ● Explain common sources of pollution and ways to minimize them 	<ul style="list-style-type: none"> ● Demonstrate material conservation practices like using dead, dry fallen sticks instead of big logs for bonfire etc. ● Demonstrate methods to dispose-off non-recyclable waste appropriately ● Employ appropriate methods to reuse and recycle waste
Classroom Aids:	
LCD Projector for PPT and Video Presentation, Speakers, Whiteboard & Marker	
Tools, Equipment and Other Requirements	
Waste bins	

Module 9: On-the-Job Training

Mapped to Ground Staff (Paratrike, Paramotoring, Paragliding)

Mandatory Duration: 120:00	Recommended Duration: 00:00
Module Name: On-the-Job Training	
Location: On Site	
Terminal Outcomes <ul style="list-style-type: none"> • Perform steps to facilitate equipment checks • Perform appropriate steps for post flying activity closure • Perform assessment and mitigation of risks for paragliding, paramotoring or paratrike using appropriate methods and techniques • Apply suitable techniques to communicate effectively with guests and colleagues • Employ suitable practices to provide customized age and gender specific customer service • Employ suitable practices to ensure workplace safety procedures and cleanliness • Employ suitable practices for effective and eco-friendly waste management and recycling 	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 8 th		3 years	Paragliding, Paramotoring or Paratrike field experience	2 years	Worked as Ground Crew Chief	

Trainer Certification	
Domain Certification	Platform Certification
“Ground Staff (Paratrike, Paramotoring, Paragliding)”, “THC/Q9002, v1.0”, Minimum accepted score is 80%	“Trainer”, “MEP/Q2601, V1.0” with a scoring of minimum 80%

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 8 th		3 years	Paragliding, Paramotoring or Paratrike field experience	2 years	Worked as Ground Crew Chief	

Assessor Certification	
Domain Certification	Platform Certification
"Ground Staff (Paratrike, Paramotoring, Paragliding)", "THC/Q9002, v1.0", Minimum accepted score is 80%	"Assessor", "MEP/Q2701, V1.0" with a scoring of minimum 80%

Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the learner on the required competencies of the program.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the certified Assessor for executing the assessment
- SSC monitors the assessment process & records
- If the batch size is more than 30, then there should be 2 Assessors.

2. Testing Environment: Assessor must:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME should be verified by the other subject Matter Experts along with the approval required from THSC
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 is for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be TOA certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch



- Random audit of any candidate
6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored
 - Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage and in the Hard Drives

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.



Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedure
AED	Automated External Defibrillator
AMS	Acute Mountain Sickness
HACE	High Altitude Cerebral Edema
HAPE	High Altitude Pulmonary Edema